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ABSTRACT

For the use of team leaders responsible for guiding teacher interns through a two-year, on-the-job training program, this document provides a framework of essential competencies and teaching skills to be achieved before beginning teaching. Five generic teaching skills are identified: diagnosis, prescription, classroom management, instruction materials and resource utilization, and human relations. Objectives in each skill are described. Basic competencies in the areas of oral language instruction, reading instruction, and mathematics instruction are listed. (JD)

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A Framework for Developing Teaching Competencies

Prepared for Use in the New Careers in Education Program

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

The New Careers in Education Program, although small when compared to other California efforts to improve public education, makes a significant contribution. Interns receive guided practice in school classrooms from skilled Team Leaders over a two year period. This "on-the-job" training, paralleling as it does the interns' academic and pedagogical course work, assures that graduates enter their first employment as teachers with essential competencies already established.

There has not been, until now, a consistent "road map" by which Team Leaders in the several projects could know that they were pursuing similar objectives. Team Leaders, rather, were each developing and using a variety of lists of teaching experiences which seemed, in their particular work milieu, to be most relevant.

This publication, to which persons from all of the New Careers projects have contributed, is intended to be a common point of departure. It is not prepared to completely replace the locally developed competency lists. It is not intended to be a complete list of the competencies that a beginning teacher should bring to the first professional assignment.

It must be understood that any successful teaching behavior is the product of adequate knowledge and understanding and relevant practice over time. The two-years of internship with guided practice for some 20 hours each week has resulted in interns learning to do many of those things which effect the initial and long-range success of beginning teachers.

A great many facets of the education and training of teachers are not dealt with in this publication. Knowledge of legal obligations and rights of teachers and attitudes toward self and the world are examples. The lists of competencies or skills presented here are felt to be representative of observable behaviors which effective teachers regularly and consistently use in their work.

Carl M. Schmitthausler
Consultant, Staff Development Programs

New Careers in Education
Synopsis

The New Careers in Education Program provides stipends and other support for interns who are low-income or have had extensive experience in low-income communities. Interns must have completed lower division collegiate work, must be in good standing as upper division students and must be able to complete the Baccalaureate degree within two calendar years. Interns are required, during the two years to spend up to 20 hours weekly in supervised, on-the-job training in participating schools. Team leaders provide guidance along with master teachers.

California Education Code: 13250 - 13250.28
California Administrative Code, Title 5:
13000 - 13017

Generic Teaching Skills

The competency-based teacher education movement in the last ten years has produced untold numbers of lists of desired teaching behaviors. Many persons have made and continue to make a professional career out of the analysis of teaching, and the production of sometimes voluminous lists.

The effort to separate observable teaching skills which underlie all effective teaching is timely. Whether a teacher becomes a specialist in a given discipline or focuses on a particular age level of students or becomes associated with categories of students with special needs, it is believed that these "generic" teaching skills will form the foundation for effective teaching.

Knowledge ⟶ Understanding ⟶ Application

GENERIC TEACHING SKILLS

To be used as a Framework for On-the-Job Training
New Careers in Education Program

Appropriate to the ages of the learners, the special needs categories of groups of learners (LES/NES, Disadvantaged, Gifted and Talented, Handicapped), and the skill or content area, the Intern demonstrates consistently the ability to:

Diagnostic Skills	Prescriptive Skills	Classroom Management Skills	Instructional Materials and Resource Skills	Human Relations Skills
develop and administer or select and administer a previously developed diagnostic tool or survey	provide individual or small/whole group instruction based on learning needs and interest	determine and establish classroom expectations and procedures	select and utilize instructional materials and resources related to a long and short term objective	use principles of reinforcement to enhance the self-image of the learners
collect, record, analyze and interpret diagnostic data	select or create appropriate short and long range objectives for the learners	give clear concise directions	select and utilize instructional materials which are at the appropriate developmental level	provide equal attention and response to each student
recognize in individual learners behaviors indicative of physical, mental or emotional factors which effect learning	develop a sequenced task analysis for short and long range objectives as a basis for instruction	instruct learners how to attend and follow directions	select and utilize varied instructional materials which are multi-sensory	assist learners to find acceptable ways of dealing with their emotions
monitor learner progress during ongoing learning activities	break down short and long term objectives into sequential and manageable steps (task analysis)	monitor and record progress of individual students through an instructional record-keeping system	select and utilize relevant instructional materials which appeal to the interests of learners	express honest mature emotions
evaluate learner achievement at the conclusion of a learning activity	use selected principles of learning as the basis of instruction	plan a series of learning activities so that learners proceed efficiently	select, utilize and integrate multi-ethnic instructional materials into a variety of curriculum areas	ameliorate hostility and foster understanding among learners
	sequence objectives and learning activities through knowledge, comprehension, application, analysis, synthesis and evaluation levels	arrange the learning environment to be functional and stimulating	create appropriate instructional materials	develop positive feelings toward learning
	utilize specialized support personnel as appropriate (speech liaison, psychologist, etc.)		identify and utilize appropriate resources in the school/community	develop positive feelings toward self and others
				value and cultivate appreciation for the unique personal and cultural qualities of individuals
				develop and maintain productive working relationships with school and district staff, parents and community members

Teaching Skills
Peculiar to Successful
Oral Language Instruction
(Listening and Speaking)

The teacher demonstrates consistently the ability to:

- model correct audible speech
- elicit spontaneous speech from students
- elicit paraphrased verbal responses from students when recall or understanding of already presented information is wanted
- use oral language within the range of understanding of students
- elicit, through appropriate questioning, complete verbal expressions based on analysis and synthesis of information and ideas
- provide classroom activities in which task-oriented student-student verbal interaction is encouraged
- introduce, explain, and use words which extend students' expressive vocabulary
- refrain from interrupting students' speech patterns when their verbal responses require thoughtful preparation
- accept and use a student's oral language patterns as a basis of instruction

Reading Instruction

Conventional wisdom seems to support the idea that every teacher should be a teacher of reading. Many teachers do not, because of the ages of their students or their particular subject matter specialty, accept a role as teacher of reading. Whether or not it is possible to persuade practicing secondary teachers in general to "buy into" the role, it should be clear that elementary teachers carry a mandate from the society to be effective in teaching students to read.

The list of competencies which follows is felt to be illustrative of behaviors which an effective teacher will use consistently as a teacher of reading. One might argue that there is a degree of overlap with the list of "generic" skills. The argument may be academic since, one way or another, the objective is to teach New Careers in Education interns to successfully do those things which effective teachers must do.

Knowledge ——→ Understanding ——→ Application

Teaching Skills
Peculiar to Successful
Reading Instruction

The teacher demonstrates consistently the ability to:

- identify pre-reading (reading readiness) skills
- identify word analysis skills
- identify vocabulary skills
- identify comprehension skills
- identify skills peculiar to a content area
- identify speed and flexibility skills
- identify oral reading skills
- perform a complete task analysis to establish a sequence for teaching a given skill or skills
- develop reading continuum based on a sequence of skills
- develop or adopt a classroom reading program with instruction focused on diagnosis of individual students' skill levels
- successfully assist pupils to read functionally by the transfer, utilization and refinement of reading skills
- assist students in the selection of reading materials related to their interests, at appropriate levels of difficulty
- model expressive oral reading techniques using materials which will capture student interest
- select stimulating materials for students' use in practicing oral reading

Mathematics Instruction

For many teachers, themselves denied the opportunities afforded by an effective program of mathematics instruction, the teaching of mathematics is a career-long disappointment. No area of the school curriculum has gone through such drastic and continuing changes. This quotation from "Mathematics Framework for California Public Schools," 1975, page 1 makes the point that effective mathematics teachers must possess special knowledge, understanding and skills:

> "The recommendations of the revised framework for kindergarten through grade eight reflect the following changes in emphasis:
>
> 1. An increased emphasis on the application of mathematical concepts to physical objects familiar to children
> 2. An increased emphasis on computational skills along with the development of the structural aspects of mathematics
> 3. An increased emphasis on ways to improve children's attitudes toward mathematics
> 4. An increased emphasis on metric units know as the International System of Units, which will be the basis for standard measurement instruction
> 5. An increased emphasis on the total concept of decimal numbers
> 6. An increased emphasis on application and problem-solving skills
> 7. A decreased emphasis on numeration systems other than the familiar decimal-based system
> 8. A decreased emphasis on the computation of fractional numbers in kindergarten through grade six
> 9. A decreased emphasis on set theory."

The list which follows is capable of extension and refinement but will form the basis for building a foundation of teaching skills.

Knowledge ⟶ Understanding ⟶ Application

Teaching Skills Peculiar to Successful Mathematics Instruction

The teacher demonstrates consistently the ability to:

- o correctly explain and model number operations
- o correctly explain and model mathematical concepts
- o introduce, explain and model mathematics vocabulary
- o develop or adopt a classroom mathematics program with instruction based on individual skill levels
- o utilize familar home, school and community data to provide meaningful practice of numerical applications for students
- o correctly define and model mathematics strands by representation
- o adjust instruction so as to move deliberately between concrete, representational and abstract mathematical levels
- o provide understandable comparisons in problem-solving skills in mathematics with those in other subject matter areas
- o elicit student response to mathematical stimuli both orally and in writing

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The Code of Ethics of the Education Profession

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive, and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator–

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
   a. Exclude any student from participation in any program;
   b. Deny benefits to any student;
   c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator–

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.